

1974

Ten Commandments of Student Teaching

Michael Teets

Follow this and additional works at: <https://scholarworks.uni.edu/istj>



Part of the [Science and Mathematics Education Commons](#)

Let us know how access to this document benefits you

Copyright © Copyright 1974 by the Iowa Academy of Science

Recommended Citation

Teets, Michael (1974) "Ten Commandments of Student Teaching," *Iowa Science Teachers Journal*: Vol. 11 : No. 1 , Article 6.

Available at: <https://scholarworks.uni.edu/istj/vol11/iss1/6>

This Article is brought to you for free and open access by the Iowa Academy of Science at UNI ScholarWorks. It has been accepted for inclusion in Iowa Science Teachers Journal by an authorized editor of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

TEN COMMANDMENTS OF STUDENT TEACHING

Michael Teets, Rowlesburg, West Virginia

1. Adapt your methods and techniques to the needs at hand. The ideal situation does not exist.
2. Pace yourself. If you go all out for the first two periods, by the end of the day your endurance level is so low that your interest level will decrease sharply. Conserve and balance your energy. It may be the sixth time that you have presented your material, but it is only the first time for the group to which you are presenting it.
3. Have an abundance of material. It is better to have too much planned than not enough.
4. Be involved, and involve your students. This is the key to discipline. By keeping as many individuals involved as possible, the element of misbehavior is minimized. Normally when a discipline problem develops, it generally is an indication that you are not reaching the student's interest. Provide the incentive for their motivation.
5. Establish a rapport with your students as soon as possible. Be sincere and consistent. Remember you stand for your profession. Your students must respect you before they can respect your subject.
6. Learn each name as quickly as possible. Become aware of those students who deviate from the norm. Learn to identify those who are habitual "trouble-makers" and those who are sincere, dedicated students.
7. Do not be a "buddy" with your students - be a friend. They have plenty of "buddies" in their peer groups. What they need is a friend out of their peer group. You are a teacher, but you are also a fellow human.
8. Act like the 100% teacher that your students see in you. Be professional in your deeds and actions. They are quick to recognize and imitate your personality traits. Set a good example!

9. Be and know yourself. Become aware of and respect the ideas of others, but hold to your convictions. Profit from the experience of others. "Better instruction moves forward on two legs - imitation and innovation."

10. Never lose hold of your goals. There is nothing as discouraging as having what you consider a great idea fail completely. But profit from your own mistakes as well as those of others. The old game of trial and error has no boundaries in the world of teaching. Keep your discouragements in yesterday - your hopes in tomorrow. As a philosopher once said, "When the going gets tough, the tough get going."

CURRICULUM MATERIALS FOR ISCS

An annotated list of new, free, teacher-constructed curriculum materials for ISCS is available upon request. The curriculum materials consist of novel, remedial, and enrichment excursions, audio-tapes for students with reading problems, and equipment-organizing aides prepared during a summer NSF-ISCS institute. Send request and self-addressed envelope with 16 cents postage to M. P. Goodstein, Department of Chemistry, Central Connecticut State College, New Britain, Connecticut 06050.

Also, a collection of 375 multiple choice test questions on Level I- ISCS and 150 questions on Chapter 1-12, Level II, is available from the same source as above in the same way.